



# INTRODUCTION TO THE WORLD LANGUAGE PROJECT

Sally Mearns

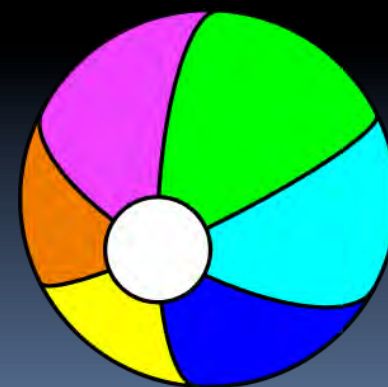




# Let's get acquainted!

- What's your name?
- What do you teach?
- What number is closest to your right thumb?


Answer the question given!








# Who are we?


- California Subject Matter Projects
    - California World Language Project
      - Central California World Language Project
- 





# California Subject Matter Projects



- Established by the Legislature (1988)
  - Focused on improving teaching and learning
  - Dedicated to building teacher's content knowledge and pedagogical practices
  - Committed to supporting systemic educational reform in all regions of CA
  - School-university partnerships, including collaboration between K-12 teachers and university faculty
  - Ongoing research on impact of its programs
- 



# Nine Subject Matter Projects

- Arts
- History-Social Science
- International Studies
- Mathematics
- Physical Education-Health
- Reading & Literature
- Science
- World Language
- Writing





# California World Language Project




- Berkeley World Language Project (BWLP)
- Capital World Language Project (CapWLP)
- **Central California World Language Project (CCWLP)**
- Monterey Bay World language Project (MBWLP)
- Occidental College World Language Project (OCWLP)
- Southern Area International Language Network (SAILN)
- Stanford World Language Project (SWLP)





# CWLP Mission

- Improve and expand language programs in California
  - Promote access and equity in language learning
  - Advocate for the retention, expansion, and articulation of foreign language offerings
- 



# CWLP: General Philosophy

## Teachers teaching teachers





# CWLP: General Philosophy

## Presenting by example





# CWLP: General Philosophy

## Standards aligned





# CWLP: General Philosophy

## Research based





# CWLP: General Philosophy


## Building professional learning communities








# Expertise survey: Four Corners

- Around the room, you will see signs labeled:  
**Novice, Intermediate, Advanced, Expert**
  - We will give you a topic or activity.
  - You will need to gather under the sign that best describes your expertise in that topic or activity.
  - Once a group has formed, have a short conversation about why you rated yourself at this level.
- 





**What is your level of expertise in:**

- California World Language Content Standards?
  - ACTFL World Readiness Standards for Learning Languages?
  - Backwards planning and Understanding by Design?
  - Common Core State Standards?
- 






California World  
Language Project

# PLANNING FOR PROFESSIONAL DEVELOPMENT





# Birthday Lineup

- Line up in the order of your birthdays (January 1-December 31).
  - Going down the line, form groups of four.
  - In each group, decide who will be **A**, **B**, **C**, and **D**.
  - Discuss the following questions with the partner indicated.
- 



#1 What was the best professional development you've ever attended?

Why?

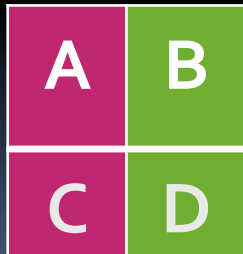
A	B
C	D





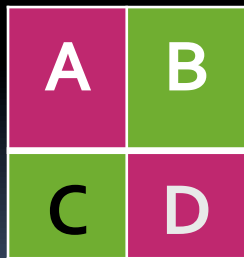
## #2 What was the worst PD you've ever attended?

Why?







#3 What aspect of professional development experiences best insured that you applied them in your own classroom?









# What are the characteristics of an ideal professional development experience?

- Discuss with your group of four.
  - Write your ideas on the post-its, one idea on each.
  - Put your post-its on the poster paper. If another group has the same idea, put them together.
- 





# Our Beliefs about Professional Development

- Professional Development matters.
  - It takes time to change.
  - Application in the classroom is essential.
  - Reflection is critical.
  - Good PD is good teaching.
- 



# Beginning with the End in Mind

**#1 Identify  
Desired  
Results**


**#2 Determine  
Acceptable  
Evidence**

**#3 Plan Learning  
Experiences &  
Instruction**





# Essential Questions

- How do I design my planning so that I start with the end in mind? (Desired Results)
  - How do I know that students/participants have learned what I want them to know? (Assessment Evidence)
  - How do I develop appropriate activities that scaffold learning so students/participants achieve the desired results? (Learning Plan)
- 



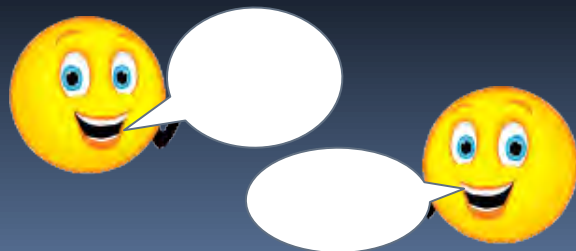
# #1 Identify Desired Results

What should our students know and be able to do at the end of their language study?

(Think) Reflect quietly for a minute.



(Pair) Discuss with your partner.



(Share) with the rest of us.





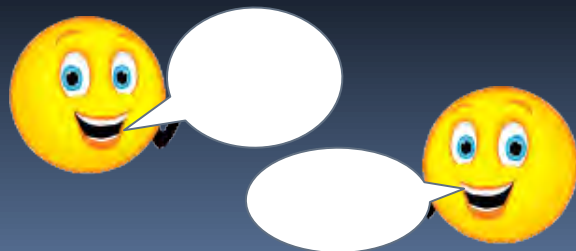
# #1 Identify Desired Results

What should your participants know and be able to do to guide their students to these goals?

(Think) Reflect quietly for a minute.



(Pair) Discuss with your partner.



(Share) with the rest of us.








# Learning Objectives

What will participants know & be able to do?


- Divide into groups by languages and levels.
    - Chinese & Hmong
    - French
    - Spanish 1 & 2
    - Spanish 3 & 4, AP
    - Heritage Spanish
  - If your group is more than 5, divide in half.
  - Think about objectives for your teachers.
- 





# Learning Objectives

What will participants know & be able to do?

- Look at the list of possible objectives.
  - Check the ones that are the same or similar to ones you've already mentioned.
  - Add any you think are important for your particular program.
  - Share your additions.
- 



## #2 Determine Acceptable Evidence

- How will you know the students have reached your goals?
- How will you know the participants have reached your goals?

[http://padlet.com/wall/  
rxpvnzmzrj6v1](http://padlet.com/wall/rxpvnzmzrj6v1)


Password: CCWLP15





## #3 Plan Learning Experiences & Instruction

### Essential Questions for PD Providers


- Who is your audience?
  - How do we get them where we want them to go?
  - How do we organize our program efficiently and effectively.
- 





## #3 Plan Learning Experiences & Instruction

### Effective Methods

- Multiple strategies
  - Modeling
  - Active participation
  - Participant collaboration & sharing
  - Guided planning time
  - Time to reflect
- 



# Sample Syllabus

Day	Theme	Classroom Management	Technology
1	House & Home	Procedures	<ul style="list-style-type: none"><li>•Canvas</li><li>•PowerPoint</li><li>•I-Movie</li><li>•YouTube video</li><li>•<i>Apps</i></li><li>•Pinterest</li></ul>



# Sample Syllabus

Communicative Based Instruction	Standards	Miscellaneous	Assignments
<ul style="list-style-type: none"><li>•Overview of CBI</li><li>•Backward Design</li><li>•Into Through Beyond</li><li>•Learning objectives</li><li>•Lesson focus: Introduction to all 5-steps focusing on Setting the Stage, Comprehensible Input</li></ul>	<ul style="list-style-type: none"><li>•CA WL Standards</li><li>•Common Core Overview</li></ul>	<ul style="list-style-type: none"><li>•Infographic reading</li><li>•Comparison</li></ul>	<b>Project part 1</b> INTO (Learning Objectives, Setting the Stage, Comprehensible Input)



# Sample Syllabus

- Discuss with your group the categories you would use.

?	?	?	?	?	?

- Share.



# Agendas

## **SWLP Seminar # – Level**

**Date:**

**Objectives:**

<b>Time</b>	<b>Responsible</b>	<b>Topic/Activity</b>	<b>Comments / Preparation / Materials</b>
		<b>BREAK</b>	
		<b>LUNCH</b>	
		<b>BREAK</b>	



# Agendas

## SWLP Seminar #1 – Level A

October 4, 2014


Objectives: **Participants will demonstrate knowledge of the CA World Language Content Standards**  
Participants will identify the 5 steps of the lesson sequence and gain a conceptual understanding of Backward Design/Into-Through-Beyond.

Time	Responsible	Activity	Materials
8:00-8:30	Sally/Amy	Registration	
8:30 -9:00	Sally	Welcome & logistics <b>Brief Overview of CC</b>	
9:15-10:00	Antonella	Community Building Activity – Doll Share in Carousel format with modeling CC standards: Comprehension and collaboration Presentation of knowledge and ideas Conventions of standard language Vocabulary acquisition and use	White construction paper template doll, scissors, markers, glue (Amy), fabric and students' samples (Antonella) Doll Activity Instruction sheet copies (Esther will post on Dropbox)
10:00-10:30	Sally	CA World Language Content Standards	check w/ Sally / ppt in Dropbox?
10:30-11:15	Antonella  Helene  Esther	<b>Sample Lesson: <i>House &amp; Home</i></b> <b>SETTING THE STAGE:</b> Banners, etc., real estate ads, and pictures of houses Video: Antonella House I-Movie in YouTube <a href="http://www.youtube.com">http://www.youtube.com</a> Sergio Endrigo – La casa <a href="http://www.youtube.com/watch?v=IDCELCR34EU&amp;feature=related">http://www.youtube.com/watch?v=IDCELCR34EU&amp;feature=related</a> <b>Youtube video:</b> <i>J'ai une famille très grande dans une très petite maison</i> , Sing, Dance and Eat Quiche <a href="http://www.youtube.com/watch?v=fyn5zhiEpKQ">http://www.youtube.com/watch?v=fyn5zhiEpKQ</a> 我的家庭真可愛- My lovely family <a href="http://www.youtube.com/watch?v=IUvqxV6nEM8">http://www.youtube.com/watch?v=IUvqxV6nEM8</a>	<i>House &amp; Home</i> packet (in Canvas) ("For Sale" in appropriate language) + Real Estate ads on the wall (all) I-Movie (Antonella) Michelle: check all links Video –need to check link Posters of rooms, furniture (Antonella)






# Our Basic Beliefs

- All students should have the opportunity for extended language learning
  - Languages should be taught for real-world purposes
  - Culture and language should be integrated
  - Instruction should be in the target language
- 





# Human Bingo: Vocabulary

- Look at the words or phrases on your Bingo sheet, and if you can explain what one means, sign your name on the line.
  - You will then walk around the room and ask people if they can explain one of the expressions. If s/he can, write his/her name in the box. **You cannot have the same person give two answers.**
- 





# Human Bingo: Vocabulary

- When finished, the class will play “Bingo”. Teacher will call out a name. If you have it, write a small **x** in the box. Call out Bingo when you have four in a row.
- However, you can only win if the people whose names are in your Bingo line *know the correct response.*



# Lunch

